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ABSTRACT

Designed by Kentucky paraprofessional home instructors from their own personal experiences, this handbook is a practical guide to the Paraprofessional Home Instruction Program for new paraprofessionals, their supervisors, and other interested adult educators. An introduction describes home instruction for adults who desire basic educational instruction. Goals of home instruction are listed. The next section outlines roles of the paraprofessional home instructor and supervisor, training for the job, tips on dress code and attitude and behavior, and suggestions regarding forms, scheduling, materials for students, and student folders. A section on students covers recruitment, talking with potential students, enrollment, and scheduling visits. Discussion in the next section on the student focuses on putting the student at ease, setting goals, placing students in starter materials, formal testing and placement, prescribing a learning program, and learning management. Other sections offer tips on organizing paperwork, solutions to possible problems (confidentiality, personal safety, home environments, counseling, conflict areas, honesty), and answers to some common questions of paraprofessionals. Personal stories about students are provided. Enrollment and prescription forms are appended. (YLB)

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The Paraprofessional Handbook: A Guide for Adult Homebound Instructors

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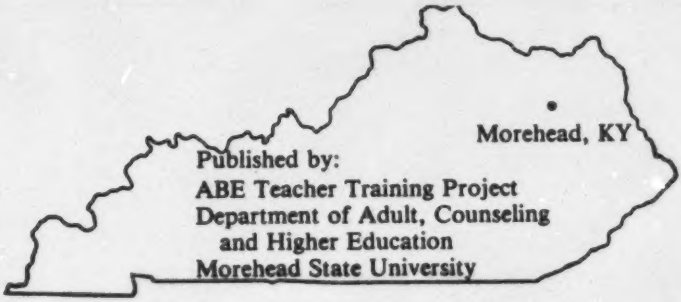

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Introduction

Purpose of the Handbook

This handbook was designed by paraprofessional home instructors from all areas of Kentucky from their own personal experiences. It is hoped that the handbook will help familiarize new paraprofessionals, their supervisors, and other interested adult educators with the Paraprofessional Home Instruction Program.

Following are the four major purposes of the Paraprofessional Handbook:

1. The Handbook can be referred to by paraprofessionals to provide insight into solutions of daily problems that may arise on the job.
2. The Handbook can be used as a guide to train new paraprofessionals.
3. The Handbook will give the home instructors a feeling of identity as a member of a group working toward better education for adults.
4. The Handbook can be used as a guideline by other states to set up a Home Instruction Program of their own.

What is Home Instruction?

Home Instruction is a relatively new delivery system which was first developed in Kentucky in 1974.

The purpose of home instruction is to provide educational opportunity in the home for those adults who are unable to attend learning centers or evening classes because of child care problems, lack of transportation, physical health, job scheduling, or inability to cope in group learning situations. Home instruction was created to identify and achieve educational and personal goals.

Paraprofessional home instructors or homebound instructors are interchangeable terms which entitle the position of ABE personnel traveling daily to homes of adults desiring and needing basic educational instruction.

The paraprofessional home instructor is required to have either acquired a High School Equivalency Certificate or a high school diploma. The main consideration is that they have a genuine interest in working with undereducated adults.

The Goals of Home Instruction

The main goal of home instruction is to improve the student's ability to function in society by furthering the student's educational level and to identify and assist the student in achieving personal interests and goals.

I. Educational goals for students:
   A. To identify and engage low level students in the educational process
   B. To improve reading, math, and English sufficient to attain an Eighth Grade Certificate and/or a High School Equivalency Certificate
   C. To identify additional educational opportunities upon successful completion of the G.E.D. test, in vocational schools or college
   D. To help adults improve their coping skill areas of deficiency such as balancing a checkbook, counting money, improving speech, using the phone book, reading the newspaper, etc.

II. Personal goals for students:
   A. To build their self confidence through instructional success and trust built through the paraprofessional-student relationship
   B. To improve health and personal welfare of students through help in understanding medication instructions, improving personal hygiene and appearance, etc.
   C. To assist students in identifying and clarifying personal goals
   D. To assist in obtaining community resources which may be useful in solving personal problems
   E. To identify employment opportunities which may be available

I'm Hired, Now What?

The Role of the Paraprofessional Home Instructor is to:

I. Teach adults individually and occasionally in small groups in the homes
II. Be a friend by winning confidence and showing respect for the student
III. Recruit and enroll students
IV. Be able to deal with negative feelings from student
V. Be able to work with all types of people and in all types of situations
VI. To administer a diagnostic test to determine the level of students
VII. Choose, organize, and provide proper materials for each level
VIII. To meet the specific needs of the students
IX. Schedule instruction time and routes efficiently
X. Set a good example in health habits and appearance for students
XI. Know who to go to when you have problems with your job
XII. Act as a Social Aid Directory by being familiar with and referring to community agencies
XIII. Have available information about GED Tests
XIV. Keep daily and monthly records, travel reports and individual student files

The Role of the Supervisor is to:

I. Meet on regularly scheduled basis with each paraprofessional
II. Go out on home visits and observe the responsibilities and problems of the paraprofessional
III. Be informed about salary, travel allowances, hours, insurance, retirement and other fringe benefits and supply budget
IV. Screen students and take referrals for potential instruction
V. Know the local community, its resources, and the needs and problems of the people
VI. Have regularly scheduled programs
VII. Be up-to-date on regulations and forms required by the Unit for Adult Education
VIII. Offer suggestions and support with student problems
IX. Provide information on new ABE materials available

Training for the Job:

I. Preservice training topics
   A. Roles and responsibilities
   B. How to recruit
   C. How to conduct an interview
   D. Introduction to student testing
   E. Introduction to instructional materials
   F. Introduction to prescription writing
   G. How *not* to become involved in personal problems
   H. Characteristics of undereducated adults
   I. How to terminate instruction after the student has completed his or her goal
   J. Follow-up of students' accomplishments

II. Responsibility of the paraprofessional's skills development
   A. Test taking: take all diagnostic tests before you administer them to students
      1. Test of Adult Basic Education (T.A.B.E.) Levels Easy, Medium and Difficult
      2. Able
      3. Woodcock
      4. Official Pre-G.E.D. Exam
   B. Familiarize yourself with materials and prescription writing:
      1. Review sample student tests and accompanying prescriptions
      2. Become familiar with a few books prescribed in each section of the prescription, i.e.: reading, math, and English
      3. Catagorize the materials as to low, medium, or high level
      4. Initially stay with a few books with which you are familiar in each area
      5. Expand your knowledge of the materials as the student progresses
      6. If you have a cancellation, spend that time becoming familiar with and studying materials
   C. Understanding adult learning
      1. Request materials from your supervisor, University and State Department on how adults learn
      2. Learn to understand the problems encountered by your adult students
      3. Recognize that responsibilities for family, home and job are priorities over education
      4. At times they will miss a session or not be able to study between visits of the instructor
      5. Capitalize on the experiences the student brings to the program. You can also learn from your student's knowledge and life experiences. Learning is a process that all can share and we can, and should always be open to what

our students have to say.
6. Base your instruction when possible on students' interests

D. Exposure to various learning situations:
1. Visit low level classes to learn teaching techniques
2. Visit learning labs to learn record keeping and knowledge of materials

III. Follow-up training sessions:
A. In-service staff meetings or workshops, etc.
1. Training in specific areas such as vocabulary, grammar, math or consumer awareness
2. Training in maintaining records

B. Problem solving and trouble shooting
1. Sharing with other paraprofessionals
2. Identifying problem areas and training needs

If We Could See Ourselves:

I. Tips on dress code
A. Wear whatever you enjoy wearing
B. Be comfortable
C. Wear clean and neat clothing
D. Be convertible (some houses are hot, others cold)
E. Keep a pair of boots and an umbrella in your car at all times
F. Be prepared!

II. Attitude and behavior
A. Do not use offensive language; it may offend your student and destroy a good student-instructor relationship
B. Have a positive attitude
C. Be a good listener
D. Avoid making comments or judgements on the standard of their culture
E. Don't divulge confidences even though students and family members may ask about the scores and progress of another student.

Loading Up the Car—Last Minute Details

I. Forms and record keeping
A. Time and travel sheets
B. List of agencies and community resources and services they provide
C. Materials requisition forms
D. Reading readiness and activities for student's preschool children

II. Scheduling and driving
A. Schedule time and days for home visits with the least interruptions
B. Plan your route to see several students in the same area

III. Lesson plans
   A. Review student folder
   B. Identify and review materials you will need for each student

IV. Materials to include:
   A. Instructional materials
   B. Students' tests and answer keys
   C. Teachers guide and manuals for all instructional materials
   D. Easy to read pamphlets on subjects like family planning, alcoholism, health, nutrition, safety, childbearing, and drugs, etc.
   E. Paperbacks, magazines and newspapers for students

V. Folders on each student
   A. Personal information
   B. Educational background
   C. Employment history
   D. Test scores
   E. Listing of skill deficiencies
   F. Grade level in all skills
   G. Student's interest and goals
   H. Amount of time each student has available for studying
   I. Number of visits to each student and time spent with each student (This should be kept in daily activity reports)

Where Are My Students?

Agencies and Other Ways of Beating the Bushes

Recruitment will probably be the easiest part of your job. There are many ways to go about recruiting students.

I. Students learn about the program by word of mouth from friends, families, and other students.

II. Announcements on local radio stations and in newspapers, posters and flyers in libraries, post offices, grocery stores, community centers, food stamp offices, unemployment offices, banks, churches, etc.

III. Social service programs, armed service recruiting centers, comprehensive care centers, social security offices, parole offices and public schools will be glad to refer students to you who failed to complete high school.

Talking with a Potential Student

When talking with potential students at their homes, introduce yourself, tell what program you represent, who referred them to you, and what your program has to offer.

Certain facts will be needed in order to determine their eligibility: age, last grade they completed, length of time they have been away from school, when their class will graduate, and whether or not they are considered homebound. Information on their work schedule and other responsibilities will be needed for scheduling purposes. Additional information which will help you with future contacts should also be included.

Identify why they're interested in the program. What are their goals? What do they want from the program? Describe what's available through the Homebound Program to meet their goals. Students will ask many questions—answer, but don't overwhelm them with information.

Everyone is interested in the cost. Explain that everything is free, including books, materials and pencils. There is a fee, however, for the G.E.D. test which the student has to pay. The test fee varies at testing centers.

Let the student know all personal information is confidential. A paraprofessional should not discuss student's educational or personal information with other students or family members.

Most students want to know how long it will take to reach goals such as, G.E.D., obtaining a driver's permit, learning to read or write, or developing basic life skills. Generally the amount of time needed to reach the goal depends on the individual and their ability and willingness to work. Stress that the G.E.D. is *equivalent* to a high school diploma. Encourage them and assure them that all work done will be valuable.

In trying to obtain a new student, don't give up on the first try. Tell the student a success story of someone with the same or similar background. Time and family discussion may be needed before the decision can be made.

If someone requests your program but your schedule is full, tell them you will place them on a waiting list and contact them as soon as there is an opening. Be sure to get their name and their phone number, if any.

Enrolling a Student

Fill in the application form with necessary details obtained during the interview. Initiate a conversation with the student to determine how the Adult Basic Education Program can best serve the student's needs. Present the possibility of formal pre-testing to determine the student's learning level. Reassure the student that there is no failure in pre-testing.

In the event a student desires to take the G.E.D. test provide information about the five subject areas (Social Studies, Science, Literature, Language, Math) the scoring, possible cost, and time involved for testing.

Discuss questions a student may have regarding basic life skills such as writing checks, balancing a checkbook, paying bills, budgeting, and short income tax form, etc.

In the event the student feels inferior or needs encouragement, be prepared to give examples of others who have been successful in the program. Capitalize on yourself if you are a product of Adult Basic Education.

Establish a place for the study session, such as the student's home, a center, church, or library.

Determine whether one-to-one or group study would benefit the student best. Take into consideration the student's abilities and limitations.

Scheduling Visits

Set up specific date, time and place for your visit. Discuss frequency and length of visits. Discuss with the student the best time for home visits when there would be the least interruptions. Then schedule your appointments during this time if possible.

If you have several students in the same area try to schedule your visits the same day in order to be economical and efficient. Remember, the amount of money budgeted for travel is often limited. Schedule your students to allow for driving time between each student.

Students and paraprofessionals should be prepared for each visit. Students should be encouraged to schedule time for study on their own.

A student has the responsibility to be at home for the scheduled appointment and have the assigned work completed. The instructor has the responsibility to the student to be on time for the scheduled appointment unless canceled by either student or instructor.

If you feel that the student's home is an unsafe place to meet, suggest an alternative place to study such as library, your home, church or a community center.

If you are between visits and you are stopped by a student, be cordial, but explain that you have a schedule to keep and will see them on your next visit. You may also make arrangements to phone students between visits if they have a phone. If students score high on the Test of Adult Basic Education (T.A.B.E.), visit them less frequently and make use of your telephone.

The Student Is Mine Where Do I Go From Here?

Making the Student Feel at Ease

The most important factor in making the student feel at ease is the image you project. You must be always be neat and clean in appearance, but never overdressed. You must leave your personal problems at home and always try to be on time. Explain to the students your role as a paraprofessional. Tell the students a little about yourself, for example, you may be a mother, homemaker, or a former student just as the learner. Identify areas you have in common with the student.

As a paraprofessional you should reinforce the positive aspects of starting the program, and explain that anything said is completely confidential. You must be prepared to understand that each student is an individual and will have different needs and interests. This requires that you be flexible in your approach with each student.

In gathering information ask about the student only what is required for your records. The students may however, volunteer additional information. Last, your students should know that you are available at anytime to help with problems they have that would hamper their progress in the program.

Goal Setting: Why Are They Really Under My Wing?

To discover the student's real goal is sometimes very difficult. Some students have had so little success in their lives that the whole process of setting goals and taking major responsibility for attaining them is a scary process. Many times students don't have an educational goal. They have just lost their job or someone is pushing them to get their education. The student and instructor can discuss goals and set them. Remember that the student's goals are the most important. You must avoid setting your own goals for the student. Start your student with an easily obtainable goal. Never push the student too hard. Remember how far the student plans to go with the A.B.E. program, and then proceed step-by-step.

If they feel successful and confident in their role as student, they will often complete the program and hopefully go on to other training or educational programs.

Explain to students that completion of the G.E.D. is not always necessary. There is no set time and students can work at their own pace. The A.B.E. instructor has no magic formula for learning; they are there to help, but the student must put forth the time and effort to do the work.

How Do I Know Where to Start?

You can obtain good information for a starting point by involving the student in informal conversation. Be a good listener. Let the student tell you where he or she thinks they are. Make mental notes when you're with the student. They may feel threatened if you take notes while you're talking with them.

When talking with students, get an idea of their general ability. Observe their environment. Observe any reading material in the home. If they read for pleasure or information, this may indicate that they may be on a higher level than when they left school. Determine the grade they completed and what subjects they thought were hard or easy. The length of time they have been out of school is important. If they've been out only a short time, learning skills are fresher in their minds. If they have children in school, find out the grades they are in. Parents that have helped their children with homework are more likely to have retained their previous knowledge. Parents also learn with their children. If they have children that have not dropped out of school the parents usually feel that education is important.

If students have had work experiences outside the home, they may have kept up their learning experiences. This can be very helpful.

If you have now exhausted all these sources and feel that you need additional information, you may wish to check the students' school records. Checking school records should be done only when you feel that there is something you need to know that will benefit the student. Checking of the records is strictly confidential between you and your supervisor and can only be done with permission of the student.

Formal testing should come after students have been working in materials for awhile and become comfortable with you.

Placing Them in Starter Materials

I. What to look for:
   A. Let students tell you where they were when they dropped out of school
   B. Ask the student's opinion on the subject in which they would like to begin
   C. Listen for clues such as word choice to help you decide about what level they should start

D. Have them read some leveled sample paragraphs to determine a ball park reading level

II. Are they working in the right levels?
   A. If material is to easy they will be breezing through. If it is to hard, they will be struggling and frustrated. Make adjustment as soon as the symptoms are evident.
   B. Start low if there is any question about the right level. It's encouraging to move upward, but discouraging to move down.
   C. Determine the student's interest for a subject.
   D. Determine the student's ability and give material accordingly. This can be done by giving a short locator test like the one accompanying the T.A.B.E. or graded word lists can be read by the student to indicate a starting level

III. Making the student comfortable in materials:
   A. Don't ask more than the student can do. It's discouraging for the student and instructor as well
   B. Show your interest in the type of materials you give the student and the work of the student in those materials
   C. Be available to help at anytime. Let student's know that you are available and when you can be reached
   D. Reinforce the positive. Brag on their accomplishments

IV. Ruts not to get into:
   A. If the student gets into learning ruts, change material. Find the interests of the student and try to plan lessons around them
   B. Know when and when not to socialize. There are times when personal talks are a must for your student's peace of mind
   C. Don't give too many tests in order to keep down pressure. Vary materials to hold the student's interest

Formal Testing and Placement

Placement inventories:

I. The teacher should become familar with testing materials available. Take and score one or more tests yourself.

II. Explain placement procedures to the student. The procedures used will depend on the students level of education and your best guess as to where he or she is functioning now. It is best if formal testing can be done after three or so visits. The student will be more at ease.

III. To deal with student fears, explain that the test tells you which books to start in and that the student will not have to waste time on materials that are too difficult or too easy. Be sure to let them know that the test is *not* a pass/fail situation. Your attitude about this is very important for their cooperation.

IV. The Test of Adult Basic Education (T.A.B.E.) is a good test to determine the student's weakness in reading, math, and language. The accompanying Analysis of Learning Difficulties sheet will indicate the specific areas that need work.

V. Score and interpret the results. The interpretation will direct you to the appropriate materials. The determined grade levels are not as important as the determined specific weakness in each academic area. Your students will be very curious about their scores. In most cases you can share the results with them for discussion and planning.

Prescribing a Learning Program

Prescription writing must be approached carefully and with much thought. The accuracy of the prescription can mean the difference between success and failure for your student. A poorly written prescription can slow your student's progress to the point of frustration for both of you. On the other hand, a well planned prescription can give your student the confidence and motivation needed to reach their goal.

The prescription should be based upon an accurate diagnosis of skill deficiences and the student's goals and interests.

I. A paraprofessional should:
   A. Become familiar with materials available
   B. Rely on the Materials Guide for assistance
   C. Choose materials in your student's interest area
   D. Plan a short-term success project
   E. Consider the following points for non-readers:
      1. Schedule more time per visit
      2. More patience and encouragement are needed
      3. Some preferred published materials are
         a. Laubach
         b. S.R.A.
         c. Sullivan's programmed reading

Managing Their Learning

Once the student has been placed in materials after formal diagnostic testing, guiding their learning to keep them working toward their goals is the main task the paraprofessional then has. The tasks of guidance involve:

I. Clarifying student's goals
   A. Determining short range goals that lead to long range goals
   B. Helping the student determine long range goals that are achievable

II. Keeping students motivated
   A. Varying materials to keep interest up
   B. Use materials that are geared to their interests

C. Have realistic expectations for the student's achievements
D. Provide experiences that assure success
E. Praise the student consistantly
F. Keep a positive attitude

A diagnostic evaluation is done at the beginning of the program, however other evaluations should also be considered:

I. Progress tests included with instructional materials should be given periodically.

II. Administer needed sections of the T.A.B.E. before starting G.E.D. preparation.

III. G.E.D. practice tests should be given two weeks prior to the G.E.D. exam.

How To Keep From Drowning In Paperwork

As a paraprofessional, your time is valuable to you and your students.

Certain forms are required by the Division of Adult Education and the local school system. Other forms are necessary to help you identify your students, establish his goals, and to see those goals are reached.

Doing an effective job in record keeping can make the difference between being a successful or an unsuccessful paraprofessional.

Here are some helpful tips on being organized:

I. Keep up with records—*DAILY*
   - A. Record time spent with student
   - B. Note where you stopped and where you need to begin next time in the material
   - C. Make notes of homework assignments
   - D. Make notes of materials needed for next visit
   - E. Schedule next appointment
   - F. Call students to confirm appointment, if possible

II. Be organized
   - A. Keep paperwork simple
   - B. Keep materials in your car for efficiency
   - C. Have appointment book with you at all times
   - D. Enroll *only* interested students, to save on paperwork and your time

III. Forms
   - A. Weekly
     - 1. Time sheets
     - 2. Activity log
   - B. Monthly
     - 1. AE-3 (state required form)
     - 2. Travel vouchers
   - C. Yearly
     - 1. AE-4 (state required form)

A sample student data form and a prescription form in the Appendix can be used as a guide in developing a form for your particular situation.

Problems

Confidentiality

The student will often discuss private matters with the paraprofessional. It is important that this information not be discussed with others. It should be noted that the paraprofessional is not covered by privileged communication and should report criminal acts which may endanger the life of the student or some other person. Some things to note:

I. The law insists on confidentiality of students records
II. Let the student know your records are confidential
III. Ask student's wish for confidentiality
IV. Do not discuss any student with his family or with another student
V. Do not reveal any student's name to the public without prior consent of the student

Your Safety

I. Screen prospective students carefully
II. Do not see students of opposite sex in his or her home alone
III. If you do go into a dangerous neighborhood, lock your purse in the trunk
IV. Dress appropriately
V. Transportation safety
   A. Drive within speed limit
   B. Lock your car doors
   C. Stay off dangerous roads in later hours of the day
   D. Stay off road during inclement weather (ice, snow, etc.)
VI. Reasons to consider in refusing students
   A. If student poses threat
   B. If family members pose threat
   C. If pets pose threat
   D. If neighborhood poses threat
   E. If compatable schedule can not be agreed upon
   F. If your health may be in danger

Home Environments

I. Ask students to be prepared for your visit
II. Take along entertaining materials for their children
III. Do not compete for attention with T.V., stereo, family members, etc.
IV. Introduce a personal hygiene course when there is a need
V. Teach a lesson on how to get rid of household pests when necessary
VI. You should attempt to make the home environment a desirable place to learn

Your Values and Your Student's Values

I. Basic education is not value clarification
II. Do not impose your values on your student, teach values by example
III. Avoid volatile issues such as politics and religion
IV. Remind yourself of your main purpose for being there, and work toward the student's educational improvement

Counseling the Student You're Not Qualified to Handle

It is important for you to realize that there are areas which you are not qualified to deal with. You may not be trained in the area of counseling students with personal problems. You are trained to help students attain their educational goals. It is extremely important that you distinguish for yourself, the difference between counseling a student and guiding a student.

I. Personal counseling
   A. Refrain from personal counseling, but if pressed respond with questions such as: "What have you done? What do you plan to do? Would you like me to refer you to someone who may be able to help you?"
II. Educational counseling
   A. Every aspect of education counseling is your responsibility
   B. See Chapter 4 for goal setting

Cancelling Appointments

In order to reduce cancellations, establish a friendly relationship with your student on the first visit. Talk casually about why the student wants to be in the program; what are the goals; the purpose of the A.B.E. program; etc. This will help to put the student at ease. After establishing rapport, explain to the student that he or she is the main performer in the program. Meaning, in order for the student to meet his or her goals, it is necessary for the student to assume responsibility for his progress. The instructor is there to guide. If a problem arises, the instructor should be flexible to the student's needs, as far as instruction is concerned. If necessary, have a number for the

student to call you at your specified time. Be flexible when scheduling students. Make sure the time scheduled is acceptable to the student as well as the instructor. A written agreement between instructor and student may be a good idea and should be signed. This will be the pact between the two clarifying the students responsibility in the program. The visit should provide motivation to encourage the student to stay in the A.B.E. program. Varied types of cancellations and helpful tips:

I. Cancellations of instructional visits:
   A. Encourage student to notify instructor as early as possible of appointment to be missed
   B. Teacher should be available; give telephone number and time student may call
   C. Teacher should provide good communication lines
   D. Teacher may have student sign an agreement (optional)
   E. Teacher may temporarily cancel out a student (two weeks suggested)

II. Cancellation of G.E.D. testing appointments
   A. Let the student know you have confidence that he will take and pass the G.E.D. test
   B. Express your or other student's experience with G.E.D. test
   C. Inform the student of re-testing possibilities
   D. Show student testing center, if possible (volunteers may be used)
   E. Familiarize student with application process
   F. Use practice tests

III. Permanent Cancellation:
   A. Moving
      1. Cross referrals to other A.B.E.-G.E.D. programs
      2. Each paraprofessional needs a list of program directors for each area
      3. Encourage student to contact the local school board in the area where they are moving
      4. State agencies may provide out-of-state information on A.B.E. programs
   B. Employment
      1. Refer to night time class or learning center
      2. Refer to other training programs, i.e. vocational school

Instructor/Student Conflict Areas

Personality or situational conflicts may arise between the instructor and the student. Following are some possible situations and tips for handling each:

I. Student/instructor relationships
   A. Avoiding emotional involvement
      1. Seek supervisor's advise about services for mentally or physically handicapped

2. Get to know a jealous spouse if possible so they can better understand your efforts
3. Don't discuss controversial topics
4. If the home environment is dangerous or uncomfortable—leave
5. If personalities of you and the student conflict, trade instructors if the problem can't be worked out
6. Wean students from being overly dependent by stressing that success in the program is based on their individual effort and highly praising that effort

II. Cutting Short the Social Hour
   A. Remind the student of the scheduled time
   B. Stress the idea that time belongs to the student
   C. Remind the student that you have responsibilities to others also

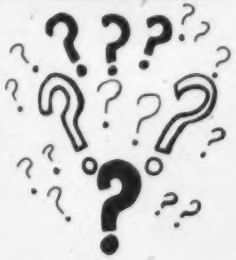
III. Friends or relatives with the same instructor
   A. Use different materials to prevent comparison
   B. Be positive about individual progress
   C. Suggest students work together at times
   D. Never report one student's progress to another

IV. Friends or relatives visibly waiting for the student
   A. Work out a method of separation for student and friend
   B. Try for alternate activity for friend

Honesty: It Goes Both Ways

I. Inform the student of his or her educational level
II. Stress to the student that it will take time to accomplish his or her goals
III. Realistic goals should be set. A student on the third grade level cannot expect a G.E.D. certificate in a year
IV. Stress short range goals
V. Stress student's role as a performer, and instructor's role as a helper
VI. Deal with and discuss physical disabilities that might interfere with learning, i.e. speech problems, or need for glasses
VII. Getting a family member to do work for the student will not advance the student's knowledge

Questions I Know To Ask Now That I Didn't Know Before



1. How do we get more information about the G.E.D. test?
   A. From students who have taken test
   B. Co-workers
   C. G.E.D. level materials
   D. Local superintendent
   E. American Council on Testing in Washington, D.C.
   F. Testing centers
   G. In-service training programs
   H. G.E.D. practice test
2. How do I know that I am using the right materials?
   A. Pre-testing
   B. Trial and error
   C. Interest show by student (their progress)
   D. Success of students who attain their goal
   E. Co-workers
3. How do I recruit new students?
   A. Door knocking or personal contact
   B. Referrals from other agencies
   C. Word of mouth
   D. Other students
   E. Community survey
   F. State Police who give driver exams
   G. Home health nurse or workers
   H. Public ads or bulletins
   I. Ministers
   J. Postmaster
   K. Guidance counselor or school records

L. Night class dropouts
M. Learning center dropouts

4. How many students am I expected to teach?
   A. Depends on level of students-with low level students requiring more one-to-one time
   B. Depends on location of students and amount of driving time
   C. The time each student requests
   D. Depends upon whether you are able to meet with more than one individual at a time
   E. The average student load is eighteen
5. How much time do I spend with each student?
   A. Depends upon level of each student
   B. Depends upon the student's requirements or requests
   C. One to two hours per session, once a week for most students; low level students, twice weekly
6. How can I best schedule my students?
   A. Consider the location of your students
   B. Consider the time required for each student
   C. Consider the student's daily activities
7. Can I teach more than a student at a time? (Yes)
   A. Depends upon student preferences
   B. Often neighbors or more than one member of the family will want to work together
   C. Students in each group should be placed in materials for their specific educational needs
8. Should a student or the instructor decide what area to work on and what materials to use?
   A. Instructor should make decisions, with student's preferences in mind.
   B. Student's goals need to be considered.
   C. Results of diagnostic tests reflect areas that need improvement.
9. What do I need to know about the student, prior to instructing in the home?
   A. Personal information (educational background, health, size of family, age, sex, marital status).
   B. Home conditions
   C. Student interest and goal.
10. How involved should I become in student's personal problems?
    A. Be a good listener, but don't give advice.
    B. Involvement should be held to a minimum.
    C. Problems should be within capabilities of instructor.
    D. Be familiar with other agencies that might be better able to handle student's personal problems.
11. Where can I get more materials or ideas?

A. Local supervisors
B. Exchange information with co-workers.
C. *Kentucky Materials Guide*
D. Teacher training institutions
E. Public library
F. Paraprofessional intuition on using everyday materials (phone book, cookbook, newspaper, magazines, etc.)
G. Ask student what additional things they are interested in learning.

12. Should I continue with a student that is not able to learn?
    A. Refer them to a Testing Center for mental and/or physical evaluation.
    B. Try using different materials.
    C. Refer them to another agency.

13. How much time do I spend with G.E.D. students?
    A. Depends on the abilities of the student.
    B. Diagnostic test results
    C. Generally meet with each student once a week, if student is capable of working alone contact by phone may take the place of some home visits.
    D. Depends on the urgency for their G.E.D.
        1. job requirements
        2. school entrance, etc.

14. After G.E.D., then what?
    A. Be aware of why the student wanted the G.E.D., and encourage them toward another goal
        1. provide information on further education.
        2. provide information on jobs.
        3. provide agency referrals.

15. Who helps me when I don't know how to teach something?
    A. Local school personnel
    B. Co-workers
    C. Pre-service and in-service training
    D. Content centered workshops by your supervisor
    E. Retired teachers

16. How will I be accepted by new students, my family and the community?
    A. Have confidence in the program and believe in what you are doing
    B. Know all the important details of the program before explaining it to a potential student
    C. Don't be discouraged by critics of program
    D. Keep family members informed of all you are doing and required to do

17. Should my instruction be limited only to "Basic Education"? (Reading, Writing, Math, etc.)
    A. The core of the program should be in the basic skills, but could include skills for everyday living:
        1. Consumer education
        2. Cookbooks
        3. Reading a pattern in sewing
        4. Balancing a checkbook
        5. Job interviews and applications
        6. Income tax forms
        7. Citizenship
        8. Health and hygiene
18. What do I do when home conditions are undesirable?
    A. Arrange meeting at the library or other public facilities.
    B. Tactful suggestions for improvement may be made.
19. Can I get travel deduction for Income Tax purposes? (Yes)
    A. Deductions for travel may be claimed, but are limited to the differences allowed by Federal Government and the amount you are reimbursed. Adequate records must be kept for documentation.
    B. Form #2106 (Business Expense) may be used when filing income tax.

Personal Stories About Students

The following stories have been written about particular students that paraprofessionals have worked with in the past. The stories depict students who have been a challenge to the paraprofessional therefore their experience in working with these students is considered to be beneficial and is shared here with others.

Young Unemployed Father

At twenty-six years of age and unemployed, where does he turn? David came to me as a last resort for help. He was a devoted husband and father with no means of support for the two most important people in his life. The love he had for his wife and infant daughter gave him the initiative to improve the social and economic level they were accustomed to.

My first impression of David was that he was undereducated and shy. After his interview and testing I found he had a speech impairment but was above average in his reading and math scores.

David was given the T.A.B.E. D test and scored 10th grade in reading, 11th grade in math and only 6th grade in English. After evaluating his profile sheet, I found his weakness to be his poor ability to spell. It seemed hard to understand why his scores in reading and math were so high, and spelling, which seems easy for most, was extremely low. His problem with spelling stemmed back to his early educational experience. I asked David how or why this had happened. Then he explained:

> I did not like to be in front of people, so when the class had the daily spelling bee, at first I tried to answer correctly, then I found when I missed a word I was embarrassed so I began spelling incorrectly so I could sit down quickly. When I missed words I was punished by having to write each word 100 times. I found I could rush the terrible task when I wrote each letter 100 times, then the next letter 100 times, etc. Thus when I had finished writing a word 100 times I still couldn't spell the word.

Together we chose materials that were low level, but of high interest to him. *Spelling Steps* and *Gateways to Correct Spelling* by Steck-

Vaugh were the books that held his interest. Our study program included flash cards, newspapers, and magazines from which he chose words that were unfamiliar to him. We used the dictionary to find the pronunciation, diacritical markings and the meaning of these words. After a few months of hard work and good basic study David's spelling much improved and he acquired his G.E.D.

David now works as an assistant in a florist shop and also makes home deliveries. He has achieved his goal of being a self-supporting individual.

Determination for an Education

Margie called me at the beginning of the spring school term, and asked me how to go about getting into Adult Education. I explained the procedure, and she said she wanted to enter.

The T.A.B.E. indicated that she was functioning at the eighth grade level. She was above average in reading, so she only needed help in math and English. In math she knew how to work basic math, but was having problems in percentages, and higher math. I thought I had a hard task ahead of me, but I really underestimated her determination. I would leave her lessons and homework and on my return visit she would have advanced far beyond the assigned materials. She went through every book, page by page. I started Margie in the *Program Math Series* in percentages, then advanced to signed numbers, and algebra. While I was using the *Program Math Series* I also used the *General Math Ability*.

In English, she needed help in verb tenses, pronouns, and also sentence structure. First I used the *General Education Series English* supplemented by *Corrective and Effectiveness of Expression*.

Margie had only completed the 6th grade but in seven months time I knew she was ready for the G.E.D. test. She took the test, and scored very high, especially in math.

After receiving her High School Equivalency Certificate, she went to Vocational School and took a secretarial course, and bookkeeping. She was the highest in her class and is now employed with a coal firm, earning good wages.

Foreign Students

Toni was a 22 year old Japanese girl who had been taken in by an American family after her mother died. When the family returned to the United States, they brought Toni with them. She had only completed the 8th grade and her opportunity to study English had been very limited. As a result her English was poor, both in oral and written expression. Besides her interest in obtaining her High School Equivalency Certificate, she was also anxious to obtain her American citizenship.

T.A.B.E. testing told us Toni could study on the medium level. Spelling and English were her major weaknesses. Math was her best

subject. Her reading level was helped by her skill in using context and phonics clues.

Toni spoke in broken English and had very little knowledge of usage, punctuation, and correct form in writing. We used *Gateways to Correct Spelling, English as a Second Language,* And many workbooks for practice in learning the rules, applying them in writing, and perfecting needed skills. She progressed nicely by writing stories about her life in Japan and correcting these stories. We made flash cards from pictures in catalogs to help her speaking ability.

Toni was very interested in history and social studies and soon learned the pledge to our flag, and other requirements for citizenship.

Within seven months, she had successfully accomplished her goals of citizenship and high school equivalency certificate. She is now enrolled in the university.

Marital Problems

I will never forget the first time I visited Elsie. She lived in a log cabin down a back road. I had driven by her house several times and wondered who lived there.

One day I was contacted by the Public Assistance Office to go there for a possible G.E.D. training recruit. I knocked on the front door. Everything was so quiet I didn't think anyone was home. The front and side doors were barred. Finally, she called for me to go around back. She seemed scared to death. When I introduced myself, she let me in but was so shy she could hardly talk. After we worked together for several weeks Elsie began to talk more and really looked forward to our visits. No one ever visited her and she needed very much to talk to someone.

Elsie had a very bad marriage. She told me many things her husband did, but I will only mention two of them. At one time she was not allowed to go to town for a year. On another occasion, she and her children spent several nights in the hills hiding from him, afraid he was going to kill them.

Even though she had completed the 10th grade in school, Elsie was a shy person and lacked confidence in herself. In order to build her self confidence, I gave her the T.A.B.E. test, Level M. She did well in reading and language, but needed help in math starting with multiplication tables. After working for awhile in math I gave her the T.A.B.E. test D. By this time she was very pleased with herself and her confidence began to come alive. We soon began working in G.E.D. material.

After Elsie started working toward taking the G.E.D. tests, I encouraged her to get out more. She and her children started riding the church bus to church. When she received her High School Equivalency Certification she was so happy she cried.

Elsie is now going to Vocational School and taking secretarial courses.

Seventy-Three and Learning

Laura, seventy-three years of age, resumed studying to improve her social skills and received her High School Equivalency Certificate. She tested at sixth grade level when she started in the program. She was unsure of her ability to learn.

I started Laura reviewing Pre-G.E.D. reading comprehension. As she progressed I moved her up to a more advanced reading. She read aloud and looked up words in the dictionary. In math, Laura needed help in reviewing basic math, but soon advanced into algebra. I made her a booklet of English handouts and she is within weeks of completing it. I provided her a KET-GED educational T.V. programs schedule and she now views the lessons and works in the study guides.

She developed good study habits. She discovered that she had the ability to learn and gradually she became more confident. She began to enjoy learning for learning's sake (algebra, advanced reading, grammar, etc.)

Laura is now well prepared to take her High School Equivalency Test and will enter the community college this fall as a full time student. She has started private piano lessons and plays very well.

She looks, talks, and acts as if she were twenty years younger.

Big Brown Eyes

For the past four years Sonny has been in the Jefferson County Homebound program. His personality is appealing and sweet, always with a big smile and "Howdy", but sometimes lonesome. Sonny is thirty-seven years old, has cerebral palsy, lives alone in his apartment and has no family that cares for him. He walks with difficulty and has almost no dexterity with his hands. His typical studying position is on the floor with his legs straddled out on each side for stability. He uses both hands to position his pencil in his right hand for writing. His speech comes slowly and with great effort. His jeans have completely worn knees as a result of spending so much time on hands and knees. He keeps his books, stereo, and everyday items on the floor for accessibility.

When Sonny began with his first homebound teacher at the cerebral palsy workshop, he could tell time, add and subtract, and read on a 4th to 5th grade level, but his writing was not legible. Sonny studied diligently, often with difficulty in comprehending new subjects. After he stopped attending the workshop, he continued studying at his apartment for another year and then was tearfully transferred to another homebound teacher because of travel distance.

Sonny continued to study, often late into the night, to be prepared for classtime and would profoundly say, "I didn't look up the answer, but the problem just blew me away!" Math has become easier as he has progressed, but much time has been spent in English.

Sonny was given the T.A.B.E. M test which showed he had no concept of English skills, 2nd grade math and 4th grade reading. He

began math with Steck-Vaughn *Working with Numbers* and supplementary materials. His reading included *Reader's Digest* and Barnell-Loft *Specific Skills,* while English began with *Learning Our Language, Book I* followed by *Book 2.*

After two years of study, Sonny retested with T.A.B.E. Level D, and scored 7.3 on reading, 7.8 on math and 8.0 on language. Then we proceeded with *Introduction to English* followed by repeating *Learning Our Language Book 2, Working with Numbers: Refresher Course,* and *Programmed Math #12* and *Understanding Algebra.* Reading skills included more Reader's Digests, a Kentucky history book, *Superstars Series, G.E.D. Social Studies,* Science and Literature and *Eyewitness: Negro History in America.*

To date, Sonny has passed four parts of the G.E.D. with twenty one points to spare. His High School Equivalency Certificate has been a lifetime goal, and much anticipated, but it brings sadness in that the weekly instruction time will cease.

Learning in Secrecy

I was approached by a friend of a fifty-six (56) year old furniture maker who was in desperate need of basic math. He thought he was being cheated by his inability to figure board feet and handle finances in business.

The student refused to take any test to determine his math level. While reviewing basic math fundamentals, I found he did not know the multiplication basics. We started with these and continued through fractions, decimals, percentages, and basic algebra with emphasis on measuring and figuring board footage. I acquired additional illustrated materials from hardware stores pertaining to his special needs. I taught him at his place of business, sometimes posing as a customer. His desire for secrecy was so great he only studied when I was with him. In two years time he acquired the math skills needed to successfully run his business which had been his goal. He is now more confident and his business is more successful due to his having mastered his problems in math.

Learning to Survive Alone

This is a story based on one of my students that had the disadvantage of not finishing school. As a matter of fact, she didn't complete the first grade.

She is a widow, her husband having died when she was in her thirties. She has also had the responsibility of raising their child alone. Due to her lack of education she could not help her son with any of his school work and was very eager to begin.

When I first started out with Kathyrn she didn't take a test because she was embarrassed that she was a non-reader. We started reading with Steck-Vaughn and flash cards which I made. While in home instruction, she has learned to read, to make a grocery list and to

count and change money correctly. I used Monopoly money to help her with counting money. I also helped her to learn how to budget her monthly welfare check so that it would last her from month to month.

The Student Who Couldn't Learn

Billy is eighteen years old. He had been enrolled in three different school systems, each school reported he couldn't learn.

At an early age, Billy had open heart surgery. Sometime later he had a small tumor removed from his brain. The brain surgery left him an epileptic.

Initially, he didn't know one letter or number. Sometimes when I'd go visit him, we couldn't do any work because he couldn't remember anything. On those days, we would look at pictures and talk about different things that interested him.

When I started with Billy, I had to build his confidence in himself. After finding he could learn, Billy has been very enthusiastic. We used the *Laubach Series, Book I* and flash cards which I made from index cards. We also used flash cards to learn his numbers. Now he has finished the first Laubach book and he can add and subtract small numbers. He can spell all the words in the first book and make sentences on his own.

I have worked with Billy for nearly two years.

Independent and Determined

Ken was crippled and confined to a wheel chair as a result of rheumatoid arthritis. He had quit school in the 7th grade and at the age of fifty decided to attempt to get his High School Equivalency Certificate.

After administering the T.A.B.E. test I started Ken on a general review of grammar, a two part science series, a general review of math starting with fractions and S.R.A. reading materials at his grade level.

When he completed the above I started him on algebra and American History, and when he reached the 11th grade level in S.R.A. material we began working on speed reading. We used the S.R.A. rate building material, but had to drop back several levels in order for him to accomplish the work in the required time. His reading ability was good, but his years of confinement had caused him to react very slowly. Because of his independent spirit he insisted on doing his own writing and page turning. Although he progressed well, any efforts to improve his speed upset his concentration. After several months it was obvious that he would never be able to attain the required speed because of his handicap, but his mental ability was more than adequate. It was also impossible to get him to a testing center.

After conferring with our local testing center director, I called Frankfort and they sent an examiner to test him at home. Due to his patience and encouragement Ken has now completed all his tests with a 50+ average.

Education Needed for Business

This story is about two students, a husband and wife, that I taught two years ago.

Henry and Jean wanted to go into furniture retail business and knew they needed an education to make it succeed. The husband had completed the fourth grade and the wife the eighth.

Once enrolled the students started studying with great enthusiasm. I gave both of them the T.A.B.E. test. They scored intermediate level in social studies and science, but Henry needed help in math and reading comprehension.

I started him in *Programmed Math Series* for help in fractions and booklets D, E, and F of the *Specific Skill Series* for reading comprehension. Jean needed help with decimals and percentages. I used the *Programmed Math Series* and *General Math Ability* book. These two students gained knowledge by leaps and bounds.

They were able to work together on some of their lessons but required individual help on many others. After seven months they took their test and received their High School Equivalency Certificates.

They went into the furniture business. Unfortunately, because of poor health they had to sell the business. The two of them are very proud of their High School Equivalency Certificates, and keep them framed, hanging on the wall for every one to see their achievements.

Appendix

Enrollment Form
Prescription Form

NAME_____

Last First Middle

DATE OF ADMISSION_____

	Date	Reading	Math	Lang	Average
Pre-Test					
Post-Test					

Title of Material	Frames, Unit-Page Chapter	Begin	Comp.

Title of Material	Frames, Unit-Page Chapter	Begin	Comp.

PERMANENT RECORD CARD

NAME_____ INSTRUCTOR_____

ADDRESS_____ ZIP CODE_____ DATE REGISTERED_____

PHONE_____ SOCIAL SECURITY_____ DATE ENROLLED_____

DATE OF BIRTH_____ LAST GRADE COMPLETED_____

OCCUPATION_____ EMPLOYER_____

Test Form	Date	Read	Math	Lang.	Raw Score	Avg.	Test	Pre-GED	GED	GED
							Eng.			
							S.S.			
							Sci.			
							Lit.			
							Math			
							Avg.			

PERSONAL INFORMATION

1. How did you hear about the Program?_____
2. Are you presently participating in any other educational or vocational program?_____
   _____ Where?_____
3. Reasons for Enrollment_____
   _____
4. Do you have a Drivers Liscense? YES_____ NO_____
5. Are you registered to vote? YES_____ NO_____
6. Possible appointment time(s)_____
7. Are you receiving public assistance?_____
8. Race_____ 9. Marital status: Married___ Single___ Divorced___
10. Size of Household_____ 11. Number of dependents_____

COMMENTS_____

The Department of Education through the Division of Adult Education has been engaged in a pioneering effort in the use of paraprofessionals to provide instruction for adults who were unable, for a variety of reasons, to complete public school. The paraprofessionals actually go into the home and provide instruction and review materials with the adult students who are unable to attend the more traditional classes or learning centers because of transportation problems, child care problems or shyness.

The program was initially developed at Morehead State University and expanded to Murray State University and now has over 130 paraprofessionals. Results indicate that the program has been extremely successful.

Because of interest created by the program, this handbook was written to provide insight and directions for others who may wish to establish similar programs. The Department of Education is proud to have been a part of this effort.

Raymond Barber

Raymond Barber
Superintendent of Public Instruction